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ABSTRACT

This report summarized progress made since 1981-82 on 88 propositions and 292 related recommendations set forth by Forming the Future, a cooperative effort between the Austin (Texas) Independent School District and the Austin community to implement a 5-year program of broad school improvements. Of the 292 recommendations, approximately 86% were either completed or in progress, 9% were designated for future action, and 5% were found to be either not feasible or not necessary. Areas of major, moderate, and minor progress were discussed under three headings: (1) education; (2) resource management; and (3) community involvement. Highlights of major educational progress included provision of computers for instructional use; gifted and talented programs; educational programming on cable television; a longer elementary school day; magnet schools; expanded or revised offerings in science, health, and foreign languages; programs for the handicapped; texts for learning-disabled students; and improved discipline policy. Major progress in resource management included lower pupil-teacher ratio, approval of school bonds, and various facilities improvements. There was also major progress on nine community involvement goals. Areas of least progress were noted for future action. Appended summary tables outline progress on the 88 propositions, noting the outside impact of state legislation and community cooperation. (LPG)

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MESSAGE FROM
JOHN ELLIS
SUPERINTENDENT OF SCHOOLS

Forming the Future is one of the most significant efforts ever initiated by AISD. Thousands of citizens worked together with numerous staff members to help build a better program for students.

Despite the cooperation and enthusiasm, there were skeptics. Some people doubted that anything good would come of the process. "It is only a front for a bond issue" was a common accusation.

When I challenged the community to unite behind their schools and make them better, I had every confidence that Austin would respond positively. The community has indeed been magnificent and so has the AISD staff. Substantial improvements have occurred and, without question, the Forming the Future process pointed the way.

This report describes what has happened to the recommendations. Did the report gather dust or did it make a difference? I invite you to judge for yourself.

In my opinion, AISD schools and programs are significantly improved because of Forming the Future. Our schools aren't perfect, and we have lots of room for improvement. But we are moving in the right direction, thanks to the enormous dedication and commitment of citizens and staff alike.

Thank you for your help. I hope this report will show that we are keeping our commitment to work with you. The battle for quality in education for every student is not over. Together, however, AISD can be a model of excellence for the entire nation.

The Forming the Future Subcommittee requested that a more "quantified" look at AISD's progress from 1981-82 to 1984-85 be made. The information provided helps to address the key issues of the present and future status of Forming the Future. A graduate student from the University of Texas was hired to work with the Office of Research and Evaluation and Office of Staff Development/Student Teaching in preparing this report for the Subcommittee, AISD, and the community.

FORMING THE FUTURE SUBCOMMITTEE

Willie Kocurek, Chair

Dan Bullock

Dr. Freddie Dixon

Carmen Silva Gonzales

Will Howard

Dr. Bob Mettlen

Susan Moorehead

**THE FUTURE REVISITED:
PROGRESS ON FORMING THE FUTURE, 1985**

EXECUTIVE SUMMARY

Authors: Margie Gaines, Nancy Schuyler

Other Contact Persons: David Doss, Glynn Ligon

This report attempts to summarize how far AISD has come since 1981-82 in meeting the propositions and recommendations set forth by Forming the Future. For more detailed information, see the Forming the Future Technical Report (ORE Pub. No. 85.09). Substantial progress has been made. The areas of greatest progress and least action are listed below. Progress on each of the propositions is described in the following pages.

The percent and number of propositions in each area have been classified according to the following progress categories:

	Progress		
	Major	Moderate	Minor
Education:	39% (15)	53% (20)	8% (3)
Resource Management:	50% (13)	44% (16)	6% (2)
Community Involvement:	64% (9)	36% (5)	0% (0)

AISD'S AREAS OF GREATEST PROGRESS INCLUDE:

- Provision of computers for instructional use
- Gifted and talented programs
- Educational programming (Cable 8)
- Length of the elementary school day
- Higher minimum competency standards
- Initiation of magnet schools
- Revised science and health curricula
- Foreign language offerings
- Help for handicapped students
- Texts for learning-disabled students
- Discipline policy
- Advisory committee network
- Information services to the parents and community
- Coordination with the City of Austin
- Community outreach and schools
- Programs for teenage fathers
- Lower pupil-teacher ratio
- Energy efficiency
- Facilities' additions, expansions, renovations, and utilization
- Budget projections
- Approval of school bonds
- Accomplishment of Forming the Future goals

AREAS IN WHICH THE LEAST ACTION HAS OCCURRED:

- Special education resource teachers' workload
- Nurses' workload
- Expansion of vocational offerings and facilities
- AISD/City of Austin efforts for sports offerings

Where Does Forming the Future Go From Here?

Forming the Future was envisioned as a five-year program of improvement in 1981-82. After three years of implementation, the consensus is that great progress has been made in many areas but it is too early to call Forming the Future complete. In recognition of the activities already completed, and the fact that work towards educational improvement will continue in many areas as a matter of course, it is recommended that only a few key propositions be identified for continued monitoring by the Forming the Future Committee over the next two years. This should serve to focus increased emphasis on these selected areas. The recommended process to be followed is listed below.

1. The Forming the Future Committee will identify key propositions for continued focus. Recommendations related to the propositions which need continued work will then be identified. Areas chosen will be related to AISD's accreditation goals, but clearly identified as Forming the Future propositions.
2. The Forming the Future Committee will meet with appropriate staff and the Superintendent's Cabinet to review these recommended areas for feasibility; this information will be forwarded to the Board of Trustees.
3. An appropriate AISD staff member will be appointed to promote activities and monitor progress in each priority area. Planning and activities will be tied to AISD's accreditation goals.
4. The Forming the Future Committee will meet with these key staff members every six months to discuss progress made in each priority area.
5. AISD will consider facility needs which have arisen since 1981-82 and discuss bond implications and planning with the Committee.

Future directions for involving the community in the educational improvement process should be discussed at the end of the 1986-87 school year.

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INTRODUCTION

Forming the Future was initiated in September, 1981 as a cooperative effort between the Austin Independent School District and the Austin community to implement broad school improvement efforts to encourage excellence in all educational programs. In planning for the future of the District, Forming the Future had five major goals:

- A long-range plan supported by the community for the future of AISD,
- Citizen support for facility improvement leading to a successful bond election,
- Curriculum renewal,
- A financial plan to ensure high quality education at a reasonable cost,
- Increased citizen participation in programs of AISD.

Forming the Future was instrumental in acting as a catalyst for many of the changes that have occurred in AISD over the past four years. The passage of a \$210 million bond election by a 3:1 voter margin attests to the successful cooperation between AISD and the Austin community fostered by Forming the Future. Forming the Future considered many of the same key issues later addressed by the State Legislature. It anticipated some of the profound changes now mandated, and made the District better prepared to meet the challenge of implementing HB 72 and Chapter 75 (HB 246). On the other hand, some legislative mandates conflicted with Forming the Future recommendations, making them difficult or impossible to achieve. Other recommendations were judged to be inappropriate or in contrast to AISD priorities.

The product of Forming the Future was 38 propositions and 292 related recommendations. To assess progress, information was collected on each of the original recommendations related to the more general propositions. Progress was then classified as major, moderate, or minor based on the following criteria.

Major Progress. Great progress has been made on the proposition. All of the recommendations related to the proposition show progress, most show considerable progress.

Moderate Progress. Progress has been made towards meeting the primary objective; most or all of the recommendations related to the proposition have received attention, and most remain stable or show progress.

Minor Progress. Little measurable progress has occurred despite effort focused on the recommendations, thereby resulting in 1984-85 status near the 1981-82 level of service.

The ratings of major, moderate, minor are subjective to some extent yet represent the consensus of the evidence accumulated and of the staff and committee members who reviewed prior drafts of this report. The percent and number of the propositions classified as major, moderate, and minor progress within each major area are as follows:

	Progress			
	Major	Moderate	Minor	Total
Education:	39% (15)	53% (20)	8% (3)	38
Resource Management:	50% (18)	44% (16)	6% (2)	36
Community Involvement:	64% (9)	36% (5)	0% (0)	14

Of the 292 total recommendations listed under the propositions, approximately 86% are either completed and/or in progress, 9% are for future action, with 5% either not feasible or necessary. More detailed information on progress made or reasons for inaction for each proposition and recommendation may be found in the Forming the Future Technical Report (ORE Pub. No. 85.09).

Much progress has been made since the inception of Forming the Future. In fact, at least some progress has been made on each of the 88 Forming the Future propositions. However, this does not mean further improvement is not possible--even in areas where major progress has been made on the original recommendations. Most of the 292 recommendations focused on creating new services, programs, or facilities or expanding existing ones. Few related to assessing the effectiveness or improving the quality of existing services. This might be a focus for future efforts of this type. Forming the Future will never really be complete in a sense; efforts at improvement will continue in many areas as internal and external ideas and events impact our future.

A brief summary of progress follows. For each classification, the propositions are listed in the order presented in the original Forming the Future report. Proposition numbers are included in parentheses (e.g. E2 represents Education Proposition 2, RM represents Resource Management, and CI represents Community Involvement). The summary charts at the end of this report illustrate this progress graphically.

Where Does Forming the Future Go From Here?

Forming the Future was envisioned as a five-year program of improvement in 1981-82. After three years of implementation, the consensus is that great progress has been made in many areas but it is too early to call Forming the Future complete. In recognition of the activities already completed, and the fact that work towards educational improvement will continue in many areas as a matter of course, it is recommended that only a few key propositions be identified for continued monitoring by the Forming the Future Committee over the next two years. This should serve to focus increased emphasis on these selected areas. The recommended process to be followed is listed on the following page.

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Future directions for involving the community in the educational improvement process should be discussed at the end of the 1986-87 school year.

SUMMARY OF PROGRESS

EDUCATION

Major Progress:

- **Science and Social Studies:** Elementary science has been revised through the adoption of new texts and resource kits and expanded through new equipment as well as science fairs at more than half the elementary campuses. Elementary magnet schools focusing on science have been established. Seventh grade students are now required to take one year of life science. To accommodate the expanded curriculum, 26 new laboratories were added and 303 laboratory renovations were necessary in 1984-85. Districtwide honors courses in science and the Science Academy at LBJ opening in 1985-86 offer an advanced science curriculum.

In the social studies area, a new text has been adopted at grades 4-6, curriculum revisions and teacher training have occurred, and a secondary honors program has been established districtwide. (E3, E7)

- **Elementary School Day:** The amount of time in the elementary school day will be lengthened in 1985-86 from 6.5 hours to 7.0 hours, an 8% increase in time spent in school by K-6 grade students. (E5)

- **Minimum Competency Requirements:** In 1982-83, AISD's minimum competency levels in reading and mathematics were raised by the Board of Trustees from the 8.5 to 9.0 grade level. This standard was considerably higher than the 6.8 to 7.3 grade level of the State's Texas Assessment of Basic Skills (TABS). AISD has been successful in raising competency levels considerably, in that more students now meet the 9.0 grade level minimum than the previous 8.5 grade level. AISD's competency levels also exceed nationwide achievement; 90% of AISD's students met minimum standards in 1984-85 (3% of those not meeting standards were untestable because of handicaps) while only 30% of seniors nationwide scored at this level.

The new Texas Educational Assessment of Minimal Skills (TEAMS) will become the statewide graduation requirement in 1985-86; it is anticipated that the grade level required will be approximately 9.0 (the exact level cannot be determined until it is used). (E16)

- **Computer Initiative:** This program has helped to place 873 computers (+549%) and over 50 software titles at each elementary campus since 1981-82 and has provided computer contact for every K-6 student. At the secondary level, 419 computers have been added for mathematics, science, and business courses; 11 computer courses (for a total of 14 courses) have also been added. (E19, E20)
- **Instructional Television:** Cable Channel 3 started broadcasting in July, 1982, with 69% of the programming devoted to instruction. In 1983-84, 79% of AISD administrators and 69% of teachers surveyed reported having watched Channel 3. Efforts continue to increase instructional use of the program offerings and to increase local production of programs. (E21)
- **Magnet Programs:** Optional learning environments designed to improve ethnic balance and increase enrollment in selected underenrolled schools offer special learning opportunities in computers, natural and social sciences, and the humanities at six elementary campuses. One junior high campus has a foreign language program. Some enrollment increases have occurred at most of the campuses. The Science Academy will open in fall, 1985, with a junior high science program planned for 1986-87. Effectiveness has not yet been measured; however, over \$900,000 in federal funding has been secured to improve present programs and provide an evaluation of their effectiveness in 1985-86. (E22)
- **Gifted and Talented:** The elementary Aim High program has replaced individual, teacher-initiated curricula in a variety of program areas at specific grade levels with a districtwide, centrally administered language arts program that served 159% more students in 1984-85 than in 1981-82. Common identification procedures are now used districtwide. Implementation plans include the addition of mathematics, science, and social studies curricula in coming years. (E24, E25)

- **Foreign Language:** The Spanish as a Second Language (SSL) program was initiated in 1982-83 and has been providing a steadily increasing number of elementary students (1,800 in 1984-85) with Spanish instruction. Six foreign languages are offered at the secondary level (compared to five in 1981-82). (E26)
- **Health Curriculum:** The focus of the health curriculum has been changed from a hygiene orientation to a healthy life styles orientation in grades K-12. Project Pride, a drug and alcohol awareness program, has been expanded from grades 7-12 to include all grades (K-12). (E30)
- **Handicapped Programs:** Functional skills training for handicapped students has been revised and expanded through joint programs with the University of Texas, Parks and Recreation Department, and the YMCA. (E32)
- **Special Education Texts:** Texts and curriculum units now in use by teachers in special education classrooms are easier to use and understand. Funds have been allocated each year for purchasing below-grade-level texts. (E33)
- **Occupational/Physical Therapists:** Since 1981-82, the staff has more than doubled (as per the recommendation) from six to fourteen staff members. (E35)
- **Discipline Policy:** AISD's discipline policy has been revised several times since 1981-82. More educational alternatives to both on- and off-campus suspension are now available to students. An alternative center for junior high students has been added. Discipline was one of four secondary goals from 1979-80 through 1984-85, with 15 of 20 secondary schools setting a specific objective in this area in 1984-85. The student discipline rate has improved since 1981-82; 90% of secondary students were not involved in discipline incidents in 1984-85. A number of projects address discipline, student rights, and responsibilities; Project ASSIST and the School Community Guidance Program (SCGP) have shown a positive impact on discipline rates. (E36; see also E3d under Moderate Progress)

Moderate Progress:

- **Early Childhood Education Programs (ECE):** AISD's ECE programs have received national recognition as exemplary programs. The District added local funds for programs when federal funding was reduced. In 1984-85, 97% more Chapter 1 students were served than in 1981-82. However, it is estimated that three times as many students are eligible for ECE than are being served. One factor impeding further expansion of programs is lack of sufficient space at elementary campuses. (E1)

- **Reading Emphasis:** Greater emphasis is now placed on reading in the content areas at all grade levels. Several continuing or new programs stressing reading served more students in 1984-85 than in 1981-82. (E2)
- **Team Teaching:** Some training has been provided in effective team teaching, and some team teaching occurs throughout the District; however, information on the frequency of team teaching is not kept on record. Compensatory program teachers are encouraged to serve students in the classroom (coordinating efforts with the regular teacher) rather than pulling them out of class; research has found pulling students out to be ineffective in helping to improve achievement. (E4)
- **Comprehensive Curriculum:** High schools continue to offer a comprehensive curriculum (mandated by Chapter 75). More honors courses and computer courses are offered, although fewer courses will be offered in some areas in accordance with legislative mandates. (E6)
- **Academic Excellence:** A districtwide program, Dividends for Excellence, has now been developed to encourage high achievement at grades K-12. Within this broad plan, the Academic Excellence Plan provides three advanced graduation plans districtwide (compared to one pilot program in 1981-82), including courses in five curriculum areas (compared to 4 in 1981-82) and weighted grades. Special certificates are awarded to these graduates.

Various recognitions are also made throughout the year by the Board of Trustees and individual campuses. In 1984-85, Austin ISD had the highest number of National Merit Scholars of any district statewide; they were recognized at the Adopt-A-School banquet. The only recommendation deemed not feasible was ability grouping for all required course areas. Other methods for recognizing achievement are being considered; more incentives and greater public awareness are considered desirable. (E7)

- **Remedial Instruction:** The reading and mathematics remedial classes for those not meeting graduation requirements have continued as per the single recommendation under this proposition. These have been increasingly successful (see E16).

In terms of the broader definition of remedial offerings, compensatory and remedial programs were available to nearly every student in need and served approximately 142% more students in 1984-85 than in 1981-82. Programs such as Chapter 1, Chapter 1 Migrant, State Compensatory Education, summer school programs, and reading and mathematics tutorials continue; new programs such as Teach and Reach, PLUS, evening high school, the Homework Hotline, and Project Achieve have been initiated. After-school tutorials were available on 79 of 80 campuses last year to students behind in mathematics, reading, and some other areas; approximately 3,200 were served.

The future will present AISD with continued and new challenges in providing remediation. Greater emphasis will be needed on attracting all students in need to take advantage of available remedial programs, especially because tutorials are no longer on the State's approved list of courses and diplomas can be denied if graduation requirements are not met. New options may be explored. (E8)

- **Vocational/Technical Programs:** Course guides provide information on both vocational and academic programs of study. New academic requirements now make it more difficult for students to take advantage of vocational education. Prevocational skills are integrated into the regular curriculum for special education students. (E9)
- **High School Assistance:** Counselors districtwide regularly receive information updates on courses and programs. Students are advised by their counselor when formulating a four-year plan. All sixth and eighth grade students receive group presentations of information relating to secondary programs. (E10)
- **Vocational Education for the Handicapped:** The number of vocational curriculum areas for the handicapped has doubled since 1981-82 and the number of instructional aides has increased from one to four. Handicapped students continue to have their needs assessed to determine their program content. (E11)
- **Academic Emphasis:** Greater emphasis is now placed on academics over athletics through the HB 72 mandates relating to limiting participation in extracurricular activities, teacher certification requirements, and increased requirements for advancement and graduation. (E13)
- **Middle School:** A committee is investigating the feasibility of implementing the middle school concept and will make a recommendation to the Board of Trustees in 1985-86. (E14)
- **Summer School:** Junior high summer school courses now include electives in five content areas as well as in six remedial areas. High school summer courses continue to offer remedial and elective courses, while the elementary programs offer remedial courses. (E15)
- **Basic Skills Curriculum:** Efforts to improve basic skills are continuing or have been expanded through various programs and through the mandated curriculum. An enriched curriculum is available through the elementary Aim High program and the secondary honors program. (E17)
- **Curriculum Planning, Documentation, and Evaluation:** The curriculum is regularly reviewed and revised as necessary. Planning guides and scope and sequence documents help teachers use the curriculum. AISD curricula have been correlated with Chapter 75 Essential

Elements. Any discrepancies between the curriculum and the Essential Elements are addressed through the regular planning process. (E18)

- **Multicultural Awareness:** Project Teach and Reach was implemented in 1984-85 to provide direct services to Black students to promote achievement. Staff development sessions and curriculum activities (such as Black History Month and Hispanic Heritage Month) help staff and students to deal sensitively with people of various ethnic backgrounds. (E23)
- **Bilingual Education:** Bilingually endorsed teachers have increased by 47% over 1981-82 levels, State and local bilingual funds increased 352% when federal funds decreased dramatically, and 11% more students are being served. Beginning in 1985-86, bilingually certified teachers who serve students with limited English proficiency will receive a \$1,500 stipend. Because of financial constraints, several recommendations for additional programs could not be implemented. (E27)
- **Fine Arts/Humanities:** Major progress has been made at the elementary level, where offerings have increased greatly. AISD will be providing more than the required number of minutes per week of art and music instruction mandated by legislation. Approximately 67 additional elementary art and music specialist teachers will be added in 1985-86 to provide the mandated 45-minute planning period for all regular classroom teachers.

Art, music, and humanities courses continue to be offered as electives at the secondary level. However, it is increasingly difficult for students to fit such classes into their schedules given the increased graduation requirements mandated by legislation. AISD changed from a six-period to a seven-period day in 1985-86 at the junior high level to allow students some access to electives, including the arts and humanities.

Many AISD and joint AISD/community programs continue at the elementary and secondary level, serving more students in 1984-85 than 1981-82. (E28)

- **Special Education:** The quality and quantity of special education programs has not been affected significantly despite a 77% decrease in federal grant money (partially offset by an 11% increase in State grant money) between 1983-84 and 1984-85. (E31)
- **Homebound Teachers:** Qualifying time for receiving the services of a homebound teacher has decreased by 20% to an average of 5.6 school days between referral and receipt of a doctor's verification. The time for approval by the students' admission, review, and dismissal committee has decreased by 69%. (E34)

- **Student Rights and Responsibilities:** The new discipline management system mandated by legislation for 1985-86 stresses student rights and responsibilities. Essential elements for elementary and secondary social studies courses now stress these concepts. Brochures addressing student rights, responsibilities, and discipline have been distributed two of the last four years.

The District has initiated a number of efforts since 1981-82 which emphasize students' rights and responsibilities (as well as discipline to varying extents) including Project Connect, Project PRIDE, Project ASSIST, the Peer Assistance Leadership Program (PAL), and the School Community Guidance Program (SCGP). (E38, see also E36 under Major Progress)

Minor Progress:

- **Special Education Workload:** The workload of special education resource teachers has remained about the same at approximately 40 contact hours per teacher. There is a question as to whether these work loads are realistic. An evaluation of AISD's ratios versus those of other districts has been proposed. (E12)
- **Vocational Programs:** Vocational programs have not been expanded nor clustered in north/south locations. Requirements for greater emphasis on academics have resulted in decreased enrollments in traditional vocational courses. (E29)
- **Cooperative Athletic Programs:** Plans are underway for a cooperative swimming program at Stacy Pool, and the Parks and Recreation Department continues to lease the Burger Center for summer programs. On other athletic issues, there has been little change in AISD/City of Austin cooperation. (E37)

RESOURCE MANAGEMENT

Major Progress:

- **Teachers for Gifted and Talented:** Approximately 400 (+315%) elementary teachers participated in the districtwide Aim High program in 1984-85, and greater emphasis was placed on training and staff development. (RM5, RM9)
- **Computer Training:** As of 1984-85, 100% of elementary teachers had received computer literacy training in LOGO. At the secondary level, 100 teachers were trained to obtain TEA certification in computer literacy. (RM8)
- **Pupil-Teacher Ratios:** Lower pupil-teacher ratios of 15:1 are in effect in two Chapter 1 schools serving low achievers. HB 72 set limits of 22:1 for grades K-2, compared to current ratios of 23:1 in grades K-6. (RM11)

- **Compensatory Education:** Since 1981-82, the total number of students served by remedial programs has increased nearly 300%, but the number of students served by State Compensatory Education and Migrant programs has decreased. The number of bilingual teachers has increased by 13% and English as a Second Language teachers by 461%. (RM12)
- **Energy Efficient Building Design:** New schools are being designed incorporating energy-efficient mechanical and electrical equipment and systems. (RM16)
- **Efficient Use of Facilities:** A capacity analysis of AISD facilities (the Graves Report) was conducted in 1983. Utilization standards were adopted to help identify where overcrowding and underutilization were occurring. Magnet and other special programs have been placed at underenrolled schools, and the transfer policy has been revised (effective 1985-86) to better use existing facilities. (RM19, RM20, RM33)
- **Bond Program:** A five-year schedule has been followed for additions, expansions, and renovations authorized in the bond package. All are to be completed by 1987-88; work is proceeding according to schedule. Major areas covered include:
 - Additions to improve offerings, such as libraries, gymnasiums, and music rooms
 - Additions to handle increased enrollments
 - Expansion of special facilities
 - Retrofitting of several schools to maximize energy efficiency
 - Safety renovations
 - Roof repairs (RM22, RM23, RM25-RM28).
- **Energy Management:** The establishment of an energy management division within the construction management department enhances the capability to monitor and improve the use of energy in AISD. (RM29)
- **Bond Approval:** A \$210 million bond issue was passed by the voters in February, 1983 by a 3:1 margin. The bonds provide funds through 1988 for badly needed new construction and renovation of existing facilities. However, a new bond package will be needed soon to compensate for increasing enrollment. (RM35)
- **Budget Projections:** A Budget Office was established to streamline and improve annual budget planning and to find ways to feed research findings into budget planning more directly. (RM36)

Moderate Progress:

- **Employee Benefits:** AISD's minimum starting teacher salary has risen substantially since 1981-82; it was 33% higher in 1984-85 and will be 50% higher as of 1985-86. AISD is funding career ladder merit pay for teachers as mandated in HB 72. Other employee salaries have also increased but not as greatly. (RM1)
- **Staff Recruitment:** AISD has expanded the number of campus visits for recruiting new teachers by 28% and the recruitment budget by 173%. The District is coming closer to its goal of achieving a staffing distribution which matches the ethnic distribution of students. (RM2)
- **Special Area Staff:** The ratio of pupils to art, music, and P.E. teachers has increased slightly between 1981-82 and 1984-85. Approximately 80 additional teachers will be added in 1985-86 to meet Chapter 75 curriculum requirements and to reduce the pupil-teacher ratio. There has been a 1.5% reduction in the number of students served by each counselor. (RM3)
- **Math and Science Teachers:** In 1981-82, it was estimated that AISD would feel the effects of the national shortage of math and science teachers. AISD has experienced no difficulty in hiring sufficient staff. In fact, special recruiting for the LBJ Science Academy attracted math and science teachers from outside the District and State to regular District positions. (RM4)
- **Staff Development:** Project BEST has been implemented as the all-teacher, all-level staff development program. AISD requires ten days of inservice for all teachers, whereas TEA mandates eight days. (RM7)
- **Personnel Evaluation:** All personnel are now fully evaluated annually, whereas only probationary personnel or those up for contract renewal were fully evaluated in 1981-82. HB 72 moved the responsibility for the evaluation system from the local to State level; hence some recommendations are no longer applicable. TEA adopted AISD's evaluation system, along with five others, as model systems. (RM10)
- **Recordkeeping Systems:** New photocopiers have been added to various offices. AISD has purchased the computer capacity for 64 WANG word processing ports, and microfiche equipment is on order. Computerized job listings are in planning and will be implemented in the near future. (RM13)
- **Maintenance:** The maintenance service center uses a priority rating system to schedule repairs and service. Since 1981-82, the staff has been increased by 2% while the work order output has increased by 6%. (RM14)

- **School Planning:** The process for selecting new school sites continues as it was in 1981-82 but as a more formalized system written into the educational specifications. A real estate staff person was added to enhance communication and cooperation between AISD and the City of Austin. (RM15)
- **Bus Safety:** The aging bus fleet is being replaced. However, the fleet is aging faster than replacements can be made. In 1984-85, 20% of the buses in the fleet were over ten years old compared to 8% of the fleet in 1981-82 despite a 19% increase in the number of buses replaced. (RM17)
- **Shared Facilities:** AISD and the Parks and Recreation Department are negotiating the construction of a pool and recreation center at Bedichek Community School and the possibility of locating a recreation center near the new Southeast Junior High School. AISD and PARD are conducting inventories of existing facilities for planning cooperative use. The number of campuses used for community school programs has increased from one (plus peripheral campuses) to 14. (RM18, see also C113)
- **Overcrowding:** Despite the building of 13 new schools and changes in the transfer policy to better use underenrolled schools, several campuses will continue to be overcrowded because of increased enrollment. Portable buildings will continue to be added to help relieve overcrowded conditions. A new bond election will be required to build more schools to absorb the increasing enrollment. (RM21)
- **State Funding:** State money to AISD has increased by 33%; however, the proportion of AISD's budget supported by State funds continues to decrease. The State minimum for starting teacher salaries has increased substantially since 1981-82 and will rise again in 1985-86. (RM30)
- **Federal Support:** AISD continues to search for additional sources of federal funding for special projects as federal funding from other sources is no longer available. AISD has been able to retain approximately the same level of federal support. (RM31)
- **Financing Forming the Future:** Adopt-A-School has been successful in pairing many businesses with individual campuses to achieve Forming the Future recommendations. Better coordination and redirection of existing programs has helped improve efficient operation of programs even when funding had been reduced. Bond money of \$210 million has provided funds for the construction needs of Forming the Future. (RM32)
- **AISD Territorial Jurisdiction:** HB 2036 allows school districts to negotiate minor adjustments in the boundaries between themselves. AISD is now more active in working out annexation issues with other districts and developers. (RM34)

Minor Progress:

- **Nursing Services:** No change in staff has occurred resulting in a 5% increase in the student-to-nurse ratio. Despite this, a 42% increase in the number of student contacts has occurred. Different staffing patterns have been attempted to maintain an equal access to services. (RM6)
- **Vocational Facilities:** Some renovations are underway; however, because of an increased focus on the basic curriculum and declining enrollment in vocational programs, the current schedule includes a 50% to 85% decrease in renovation funds at two campuses. (RM24)

COMMUNITY INVOLVEMENT**Major Progress:**

- **Advisory Network:** More than 20 committees now operate in AISD, including several new advisory committees formed since 1981-82 to advise new projects. Committees operate on issues such as curriculum, gifted and talented, AISD/City of Austin joint concerns, Adopt-A-School, community schools, as well as several other issues and projects. (CI1)
- **Communications:** A Superintendent's report to the community has been published in 1983 and 1985 for the purpose of improving communication between AISD and the Austin community. Greater effort to distribute information is conducted through brochures and realtor/newcomer information packets and workshops. (CI2)
- **AISD/City of Austin Cooperation:** AISD and the City of Austin formed a joint committee in 1982 that meets quarterly to work on projects of mutual concern. (CI4)
- **Parental Involvement:** Three major new committees were formed to involve parents in curriculum and school issues at the elementary and secondary levels and for the Aim High program. Parents are involved on most advisory committees and participate in workshops. (CI8)
- **Discipline Management:** The discipline policy was revised to reinforce the concept of home-school cooperation in accordance with HB 72 mandates. HB 72 makes provisions for means of involving parents in discipline management. (CI10)
- **Teenage Parent Program:** Teenage fathers who identify themselves are offered counseling and educational courses and seminars. Services have been expanded since 1981-82 when only very limited counseling services were available. (CI11)

- **Community Education:** Overall, community outreach programs are very strong. The number of community forums increased by 443%, cooperatives with businesses and agencies by 75%, and classes and activities for special populations by 26%. (CI12)
- **Community Schools:** Fourteen campuses are now used as community schools compared to one central campus and a few peripheral campuses in 1981-82. Plans are in progress to expand services to three of the new schools under construction. (CI13)
- **Public Support for Forming the Future:** Public support has been secured through verbal and written reports presented to the Board of Trustees, administrators and teachers, and to the public. Greatest evidence of support is the 3:1 margin by which the \$210 million bond issue was passed in 1983. (CI14)

Moderate Progress:

- **Volunteerism:** Adopt-A-School is a major new project of the Austin Chamber of Commerce and AISD which now pairs 117 community sponsors with AISD schools and programs; donated gifts and services totaled approximately \$150,000 in 1984-85. Two AISD staff now have specific duties in determining schools' volunteer needs and coordinating volunteer services. Overall, approximately 52,000 volunteer hours were provided in 1984-85 to AISD through Parent Teacher Associations, Adopt-A-School, and other community groups and individuals. In 1984-85, all campuses received speakers (as opposed to 33% of the campuses in 1981-82), and the number of speakers increased 125% from 247 to 555. The only one of 13 recommendations not yet addressed relates to a volunteer column in the local newspapers (considered not feasible with the current staff). The Volunteer Committee (formed in 1983-84) will be investigating ways to further improve the volunteer programs in AISD. (CI3)
- **University Cooperatives:** Cooperative efforts with colleges and universities continue. A new committee with the University of Texas is working toward the implementation of the key school concept. Five local universities and colleges continue to provide AISD with student teachers. (CI5)
- **Screening Programs:** Despite increasing enrollment and no staff increases, 100% of the students at the grade levels to be screened for vision, hearing, and scoliosis are screened. In some cases the percentage of total AISD enrollment screened has increased. Although immunization records are computerized, screening records are not because of insufficient staff. (CI6)

- **Older Person Involvement:** Despite a decrease in the number of community classes and activities for older persons, they are encouraged to participate in evening community school classes and on advisory committees. Older persons contribute many volunteer hours to AISD. (CI7)
- **Attendance of Chronic Absentees:** Districtwide attendance rates have been slowly but steadily increasing since 1981-82 to an all time high of 94.4% in 1984-85 (1.4 percentage points higher than 1981-82). Attendance officers and visiting teachers continue to work with students who have truancy problems. Secondary attendance standards have shifted from ten absences per semester at a few campuses to five per semester districtwide under new State law. (CI9)

SUMMARY TABLES

The following criteria were used to assess the overall degree of progress made on each proposition under Education, Resource Management, and Community Involvement:

Major Progress. The primary objective is nearly or completely achieved with all of the recommendations showing progress.

Moderate Progress. Progress has been made towards meeting the primary objective, most or all of the recommendations have received attention, and most remain stable or show progress.

Minor Progress. Little measurable progress has occurred despite effort focused on the recommendations, thereby resulting in 1984-85 status near the 1981-82 level of service.

Symbol Legend:



The proposition has been impacted by State legislation, usually HB 72 or HB 246 (Chapter 75).



The proposition has been impacted by significant community cooperation.

TABLES

EDUCATION

PROPOSITION	OUTSIDE IMPACT	PROGRESS		
		MINOR	MODERATE	MAJOR
1 THE EARLY CHILDHOOD PROGRAM IS NOT REACHING ALL THE STUDENTS AND FAMILIES WHO NEED IT.				
2 MORE EMPHASIS UPON BASIC READING SKILLS IS NEEDED IN THE ELEMENTARY GRADES.				
3 THE SCIENCE AND SOCIAL STUDIES PROGRAMS NEED TO BE UPGRADED AND REVITALIZED.				
4 TEAM TEACHING AND TEAM PLANNING SHOULD BE ENCOURAGED.				
5 MORE TIME IS NEEDED IN THE ELEMENTARY SCHOOL DAY.				
6 EACH HIGH SCHOOL SHOULD CONTINUE TO OFFER A COMPREHENSIVE CURRICULUM.				
7 HIGH ACADEMIC ACHIEVEMENT SHOULD BE ENCOURAGED MORE FORCEFULLY AND RECOGNIZED MORE EXPLICITLY.				
8 LARGE NUMBERS OF STUDENTS NEED REMEDIAL MATH AND READING.				
9. THE ACADEMIC CURRICULUM SHOULD BE CO-ORDINATED WITH TECHNICAL/VOCATIONAL INSTRUCTION.				
10. HIGH SCHOOL STUDENTS NEED MORE ASSISTANCE IN THE SELECTION OF COURSES AND PROGRAMS.				
11. HANDICAPPED STUDENTS NEED ACCESS TO VOCATIONAL PROGRAMS.				

EDUCATION

PROPOSITION	OUTSIDE IMPACT	PROGRESS		
		MINOR	MODERATE	MAJOR
12 THE WORKLOAD OF SPECIAL EDUCATION RESOURCE TEACHERS SHOULD BE REDUCED.				
13 TOO MANY COACHES IN THE ASSIGNMENT OF TEACHING POSITIONS TENDS TO GIVE IMPROPER EMPHASIS TO ATHLETICS OVER ACADEMICS.				
14 THE MIDDLE SCHOOL CONCEPT SHOULD BE EXAMINED.				
15 A BROADER RANGE OF COURSES IS NEEDED IN SUMMER SCHOOL.				
16 STANDARDS FOR COMPETENCY, FOR PROMOTION, AND FOR GRADUATION ARE TOO LOW.				
17 STIMULATING BASIC SKILLS CURRICULUM AND ENRICHMENT PROGRAMS ARE NEEDED FOR ALL STUDENTS.				
18 THE OVERALL CURRICULUM SHOULD BE PLANNED, DOCUMENTED, AND REGULARLY EVALUATED.				
19 PROVIDE INSTRUCTIONAL PROGRAMS USING COMPUTERS IN ADDITION TO TEACHING COMPUTER TECHNOLOGY.				
20 INSTRUCTIONAL SOFTWARE MATERIALS ARE NOT AVAILABLE IN SUFFICIENT QUANTITY TO DEVELOP COMPUTER-ASSISTED INSTRUCTIONAL PROGRAMS.				
21 EDUCATIONAL TELEVISION SHOULD BE EXPLORED AS A COST-EFFECTIVE MEANS TO EXPAND OR INITIATE PROGRAMS.				

EDUCATION

	PROPOSITION	OUTSIDE IMPACT	PROGRESS		
			MINOR	MODERATE	MAJOR
22	THE MAGNET SCHOOL CONCEPT SHOULD BE EXAMINED ON ITS EDUCATIONAL MERITS AND IMPLEMENTED.				
23	GREATER CULTURAL SENSITIVITY AND RESPECT SHOULD BE DEVELOPED BETWEEN TEACHERS AND MINORITY STUDENTS.				
24	GIFTED AND TALENTED STUDENTS NEED A MORE COMPREHENSIVE EDUCATIONAL PROGRAM IN GRADES K-12.				
25	PROCEDURES FOR IDENTIFICATION OF GIFTED AND TALENTED CHILDREN SHOULD BE EXPANDED.				
26	STUDENTS NEED OPPORTUNITIES FOR STRONG PREPARATION IN FOREIGN LANGUAGES BEGINNING WITH INITIAL SCHOOL ENTRY.				
27	A STRONG BILINGUAL PROGRAM IS NEEDED.				
28	STUDENTS SHOULD EXPLORE THE ARTS AND HUMANITIES K-12 IN BOTH CLASSROOM AND NONCLASSROOM SETTINGS.				
29	VOCATIONAL OFFERINGS NEED EXPANSION TO MAINTAIN COMPREHENSIVE CAMPUS PROGRAMS.				
30	THE HEALTH-RELATED CURRICULUM SHOULD BE EXPANDED AND FOCUSED UPON HEALTHY LIFE STYLES.				
31	THE QUALITY AND QUANTITY OF SPECIAL EDUCATION PROGRAMS MAY BE AFFECTED BY REDUCTIONS IN FEDERAL FUNDING.				
32	MOST HANDICAPPED STUDENTS NEED EXTRA HELP IN LEARNING TO LIVE INDEPENDENTLY.				

EDUCATION

PROPOSITION	OUTSIDE IMPACT	PROGRESS		
		MINOR	MODERATE	MAJOR
33 REGULAR TEXTS MAY BE CONFUSING FOR THE LEARNING DISABLED CHILD AND POORLY PACED FOR THE MENTALLY-RETARDED STUDENT.				
34 STUDENTS NEED QUICKER QUALIFYING AND ACCESS TIME IN THE HOMEBOUND TEACHER PROGRAM.				
35 IMPROVEMENT OF OCCUPATIONAL AND PHYSICAL THERAPY PROGRAMS SHOULD BE MADE OVER THE NEXT THREE YEARS.				
36 THE DISCIPLINE POLICY SHOULD BE EXPANDED TO INCLUDE EDUCATIONAL ALTERNATIVES.				
37 AUSTIN INDEPENDENT SCHOOL DISTRICT NEEDS BROADER PARTICIPATION IN CITY EFFORTS FOR A WIDE RANGE OF SPORTS OFFERINGS.				
38. PUBLIC SCHOOLS NEED TO EDUCATE STUDENTS TO BE AWARE OF THE RIGHTS OF OTHERS AND TO ASSUME RESPONSIBILITY FOR THEIR OWN BEHAVIOR.				

RESOURCE MANAGEMENT

	PROPOSITION	OUTSIDE IMPACT	PROGRESS		
			MINOR	MODERATE	MAJOR
1	AISD'S EMPLOYEE BENEFITS AND EMPLOYEE RELATIONS PROGRAMS ARE INADEQUATE.				
2	AISD'S RECRUITMENT AND SELECTION PROGRAM CONTINUES TO FAIL TO MEET STAFFING NEEDS OF THE DISTRICT.				
3	NOT ALL SCHOOLS HAVE SUFFICIENT STAFF TO PROVIDE AN ADEQUATE MINIMUM PROGRAM IN AREAS SUCH AS ART, MUSIC, LIBRARY, PHYSICAL EDUCATION, AND COUNSELING SERVICES.				
4	THERE WILL NOT BE ENOUGH MATH AND SCIENCE TEACHERS.				
5	THE DISTRICT NEEDS TO PROVIDE ADDITIONAL TEACHERS TO TEACH GIFTED AND TALENTED CLASSES.				
6	AISD SHOULD REVIEW THE ADEQUACY OF ITS NURSING SERVICES.				
7	THE STAFF DEVELOPMENT PROGRAM SHOULD BE REVISED AND EXPANDED.				
8	THE DEVELOPMENT OF FIRST-RATE EDUCATIONAL PROGRAMS IN COMPUTERS DEPEND UPON THE ESTABLISHMENT OF A COMPREHENSIVE TRAINING PROGRAM FOR TEACHERS.				
9	TEACHERS OF GIFTED AND TALENTED STUDENTS NEED PROFESSIONAL DEVELOPMENT AND INCREASED PLANNING TIME.				
10	AISD'S PERSONNEL EVALUATION SYSTEM NEEDS CONTINUOUS MONITORING AND REVISION.				

RESOURCE MANAGEMENT

PROPOSITION	OUTSIDE IMPACT	PROGRESS		
		MINOR	MODERATE	MAJOR
11 LOWER PUPIL-TEACHER RATIO WOULD IMPROVE STUDENT ACHIEVEMENT IN PAIRED SCHOOLS.				
12 THE SCHOOL SYSTEM CONTINUES TO NEED SPECIAL COMPENSATORY EDUCATION PROGRAMS.				
13 THE DISTRICT NEEDS TO UTILIZE THE MOST ECONOMICAL, EFFICIENT SYSTEMS OF RECORD-KEEPING AND CLERICAL PROCESSES AVAILABLE.				
14 THE DISTRICT NEEDS A SYSTEMATIC MANAGEMENT PLAN AND AN ADEQUATE OPERATING BUDGET FOR MAINTENANCE AND RENOVATION.				
15 THE DISTRICT SHOULD INCORPORATE SOUND PLANNING PRINCIPLES IN THE DEVELOPMENT OF NEW SCHOOLS.				
16 DESIGN NEW SCHOOLS INCORPORATING PRINCIPLES OF ENERGY EFFICIENCY.				
17 BUS SAFETY ISSUES NEED CONTINUAL ATTENTION AND ASSESSMENT.				
18 THE ENTIRE COMMUNITY WOULD BENEFIT ECONOMICALLY IF THE CITY OF AUSTIN AND AISD SHARED FACILITIES FOR EDUCATION, RECREATION, NEIGHBORHOOD PROGRAMS, LIBRARIES, AND MANY OTHERS.				
19 THE DISTRICT SHOULD BEGIN THE DEVELOPMENT AND IMPLEMENTATION OF MAGNET SCHOOLS AND SPECIAL EMPHASIS PROGRAMS IN ORDER TO USE BETTER EXISTING FACILITIES, IMPROVE EDUCATIONAL OFFERINGS AND PROVIDE FOR INCREASED PARENTAL AND STUDENT CHOICES.				

RESOURCE MANAGEMENT

PROPOSITION	OUTSIDE IMPACT	PROGRESS		
		MINOR	MODERATE	MAJOR
20 SOME SCHOOL FACILITIES ARE UNDERUTILIZED.				
21 SOME SCHOOL FACILITIES ARE CROWDED AND/OR REQUIRE REPLACEMENT.				
22 SOME SCHOOL FACILITIES NEED MAJOR ADDITIONS TO IMPROVE PROGRAM OFFERINGS.				
23 SOME SCHOOL FACILITIES NEED ADDITIONS TO HANDLE PROJECTED ENROLLMENT INCREASES AND/OR TO REPLACE PORTABLE BUILDINGS.				
24 VOCATIONAL FACILITIES NEED EXPANSION TO MAINTAIN COMPREHENSIVE CAMPUS PROGRAMS.				
25 SPECIAL FACILITIES NEED EXPANSION TO MEET NEW PROGRAMMATIC REQUIREMENTS.				
26 SOME SCHOOL FACILITIES NEED RETROFITTING TO MAXIMIZE SCHOOL-COMMUNITY USE AND ENERGY EFFICIENCY.				
27 SOME SCHOOL FACILITIES NEED MAJOR ROOF REPAIRS.				
28 SOME SCHOOLS NEED RENOVATING TO PROVIDE GREATER SAFETY TO STUDENTS.				
29 THE ENERGY MANAGEMENT PROGRAM NEEDS TO BE STRENGTHENED.				
30 THE SCHOOL SYSTEM HAS NOT AGGRESSIVELY SOUGHT STATE LEGISLATION FOR FOUNDATION SCHOOL PROGRAM SUPPORT.				

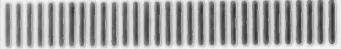
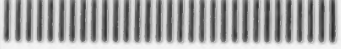
RESOURCE MANAGEMENT

PROPOSITION	OUTSIDE IMPACT	PROGRESS		
		MINOR	MODERATE	MAJOR
31 FEDERAL SUPPORT FOR SPECIAL PROJECT MONEY WILL CONTINUE TO BE NEEDED.				
32 CONSIDER ALL ALTERNATIVES AVAILABLE FOR FINANCING FORMING THE FUTURE RECOMMENDATIONS FOR THE NEXT FIVE TO TEN YEARS.				
33 EFFICIENT USE OF BUILDINGS SHOULD BE MADE TO REDUCE OPERATING COSTS.				
34. ACTION SHOULD BE TAKEN TO MAINTAIN THE TERRITORIAL JURISDICTION OF AISD.				
35. OBTAIN VOTER APPROVAL FOR THE ISSUANCE OF SCHOOL BONDS FOR PHYSICAL NEEDS.				
36. UPDATE LONG-RANGE BUDGET PROJECTIONS ANNUALLY.				

COMMUNITY INVOLVEMENT

PROPOSITION	OUTSIDE IMPACT	PROGRESS		
		MINOR	MODERATE	MAJOR
1 AN AISD ADVISORY COMMITTEE NETWORK SHOULD BE EXPANDED AND COORDINATED.				
2 AISD NEEDS TO IMPROVE AND CONSOLIDATE ITS INFORMATION SERVICES TO THE COMMUNITY.				
3 AISD NEEDS A VOLUNTEER PROGRAM TO UTILIZE COMMUNITY RESOURCES MORE EFFECTIVELY.				
4 AISD AND CITY COUNCIL SHOULD ESTABLISH A COOPERATIVE WORKING RELATIONSHIP ON PROJECTS OF MUTUAL BENEFIT.				
5 AISD NEEDS TO IMPROVE ITS COOPERATIVE EFFORTS WITH COLLEGES AND UNIVERSITIES.				
6 AISD SHOULD ENCOURAGE AND STRENGTHEN SCREENING PROGRAMS PROVIDED BY THE MEDICAL COMMUNITY.				
7 OLDER PERSONS SHOULD BE ENCOURAGED TO PARTICIPATE IN AISD PROGRAMS.				
8 IMPROVED COMMUNICATION BETWEEN PARENTS AND SCHOOLS IS NEEDED ON CURRICULUM AND SCHOOL ISSUES.				
9 AISD NEEDS TO WORK WITH CHRONICALLY ABSENT STUDENTS AND THEIR FAMILIES TO IMPROVE ATTENDANCE.				
10 AISD NEEDS TO WORK WITH STUDENTS AND FAMILIES WITH POTENTIAL DISCIPLINE PROBLEMS BEFORE STUDENTS ARE EXPELLED OR SUSPENDED.				

COMMUNITY INVOLVEMENT

PROPOSITION	OUTSIDE IMPACT	PROGRESS		
		MINOR	MODERATE	MAJOR
11 FATHERS-TO-BE SHOULD BE PARTICIPATING IN THE TEENAGE PROGRAM.				
12 COMMUNITY EDUCATION NEEDS TO HAVE A PROGRAM OF GREATER COMMUNITY OUTREACH.				
13 MORE COMMUNITY SCHOOLS ARE NEEDED IN AUSTIN.				
14 THE CLIMATE APPEARS FAVORABLE TO SECURE PUBLIC SUPPORT FOR THE GOALS OF FORMING THE FUTURE				

BIBLIOGRAPHY

The following documents provide more detailed information on each proposition set forth by Forming the Future.

Gaines, M., and Schuyler, N. Forming the Future Technical Report.
Austin: Austin Independent School District, Office of Research and
Evaluation, (ORE Pub. No. 85.09), September, 1985.

Provides detailed technical information comparing 1981-82 and 1984-85
status in AISD and a descriptive summary of progress on each proposition.

Forming The Future: A Progress Report by the Administration. Austin:
Austin Independent School District, Office of Staff Development and
Student Teaching, January, 1985.

This progress report provides narrative information on each proposition
and identifies which recommendations were considered completed, in
progress, for future action, or not feasible as of January, 1985.

Other documents which address AISD's progress in recent years can be found
in the following reports. Some are not yet available but will be sometime
in the fall of 1985.

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AUSTIN INDEPENDENT SCHOOL DISTRICT
DEPARTMENT OF MANAGEMENT INFORMATION

Dr. Glynn Ligon, Director
OFFICE OF RESEARCH AND EVALUATION
Dr. David A. Doss, Assistant Director
Nancy Schuyler, Evaluator
Margie Gaines, Evaluation Associate
Leonila M. Gonzalez, Secretary
Ruth Fairchild, Secretary

Office of Staff Development/Student Teaching
Dr. Yolanda Leo, Coordinator Elementary Staff Development



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